



Goldwyn School

Aspire • Empower • Achieve



**SENIOR VICE PRINCIPAL
CANDIDATE INFORMATION PACK**



WELCOME

Goldwyn School is seeking to appoint an exceptional, committed and inspirational leader. This is a special role at a truly unique and forward-thinking school. Your passion to support and empower the staff and students will be evident, and intrinsic to all your approaches.

This new role comes at an exciting time in our development, as we look to build upon our success of 3 outstanding Ofsted inspections, IQM 'Flagship Status' and multiple accolades. Goldwyn school is innovative, reflective and driven to always be at the forefront of exceptional practice.

Student wellbeing, in its most holistic sense, is our priority. Our mantra is 'there is no significant learning without a significant relationship'. This is the foundation of the Goldwyn ethos.

We aim to re-engage, and to re-ignite enthusiasm and love for learning, in all its forms, whilst building confidence, resilience and positive relationships.

The successful candidate will be responsible for ensuring the school operates smoothly and efficiently, maintaining the highest level of provision, support care and academic excellence. You will be integral to a strong leadership that truly operates as a team.

Delivering the vision and values of the school.

Together with the Principal you will be responsible for the day-to-day management of the school. You will have exceptionally high standards and a drive for students to break barriers and achieve unparalleled success, supported by our outstanding teachers and support staff.



PRINCIPAL'S MESSAGE

Kerry Greene

I am delighted and honoured to be the Principal of Goldwyn.

From experience, I know that a successful and happy school depends on staff, students, and parents and carers joining together and supporting each other.

Goldwyn has a history of championing SEND students, and of outstanding, pioneering practice recognised at both local and national level. With the support of our staff and families, I aim to continue this legacy, leading during an exciting time of change and development that mark a new chapter for the school as a whole.

Our school community vision is **Aspire • Empower • Achieve**

We **ASPIRE** for our students to be the best they can be by providing a 'whole child education' where their talents are nurtured and they are provided with opportunities to flourish. We aspire for them when they see barriers and cannot aspire for themselves. We aspire for our staff to be the best they can be, investing in their well-being, professional development and access to external networks.

We **EMPOWER** each other as a community, recognising and praising excellence and progress in each other. We empower each other to build resilience and overcome barriers. By taking a 'Growth Mindset approach' we empower ourselves in a continuous journey of learning.

We **ACHIEVE** self-development, qualifications and instilling self-confidence to achieve our ambitions, for students moving onto higher education or their chosen career path.

I passionately believe in child-centric approaches, and that Inclusion is part of our very core. We continue to build on the inclusive drive that Goldwyn has been at the forefront of, utilising research-led and proven initiatives in our practice, alongside developing innovative opportunities for all our students, both within the special educational and mainstream sectors, as well as in the community.

I have extremely high expectations for the students we serve, and for all that Goldwyn represents, and any leader must be the custodian of preserving that culture and nurturing it to new heights.





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ABOUT GOLDWYN SCHOOL

Goldwyn is an outstanding and unique secondary (11-18) SEMH special school in Kent, operating over 4 sites in Ashford and Folkestone, with each site running its own distinctive educational pathway.

We are a highly regarded and successful school which has expanded its provision to meet the needs of our increasingly complex and vulnerable students.

Goldwyn School is a KCC Foundation Special School for children and young people with an EHCP for SEMH needs from age 11 to 18. Students who are admitted to the school have complex and wide ranging difficulties and come from a wide range of socio-economic backgrounds and a broad geographical area.

Goldwyn School is an Outstanding School for students with SEMH needs, and consists of:

- Goldwyn Ashford in Great Chart, Ashford (TN23 3BT)
- Goldwyn Folkestone in Parkfield Road, Folkestone (CT19 5BY)
- Goldwyn Sixth Form in Leacon Road, Ashford, Kent (TN23 4FB)
- Goldwyn Plus in Beaver Lane, Ashford (TN23 5NX) (our alternative curriculum programme)

ABOUT REACH



Reach



We have defined Goldwyn's core values in a series of statements below. These will remain our constant anchor for the years ahead and at the core of everything we do.

We promote a school community where all members demonstrate:

Resilience - Resilience to barriers faced in creating independent, innovative and creative minds

Empathy - Caring for ourselves, for each other, showing respect to each other and building a sense of belonging

Aiming – Aiming to achieve our potential

Commitment – Commitment to success, personal development and opportunity

Heart - Passionate for the difference we can we can make, to our community, for equality, diversity and inclusion



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ABOUT THE ROLE

Accountabilities:

To be met in accordance with the provisions of the School Teachers' Pay and conditions document and within the range of teachers' duties set out in that document and the professional standards for teachers.

Salary Scale:

L18-22

Responsible To:

Principal



Purpose:

A commitment to the school's vision of Aspire Empower Achieve your decision making and planning will be rooted in line with the school's vision and values (Resilience Empathy Aim Commitment Heart)

- Strategic leadership across all Goldwyn pathways (a specific focus on Quality of Education)
- Support the strategic development plan delivery and to take the lead on delegated areas from the Principal
- Develop and lead the school's broad, aspirational and highly engaging curriculum offer across all pathways with clear rationale for a "whole child" offer
- Develop and lead on selected school policies
- Ensure students achieve the best possible outcomes by planning effectively the deployment of resources in line with the school budget and development plans.
- As strategic leader of the school, promote staff wellbeing to create a culture of positive, aspirational and valued workforce.

ABOUT THE ROLE



The Senior Vice Principal will have:

- An inclusive mindset with high aspirations for our students
- Strong interpersonal skills where trust and respect are demonstrated to all
- The ability to communicate effectively with all stakeholders
- Experience of leading a team of teachers and support staff
- An understanding of the complex needs of SEMH students and those with a diagnosis of Autism
- Positive leadership qualities that promote and support a team approach
- A track record of outstanding classroom practice, with experience of delivering level 2 qualifications
- in a core or a range of subjects.
- An understanding of the requirements for monitoring and quality assuring effective SEMH provision.



Overall Responsibilities:

- To deputise for the Principal in her absence
- Communicate the school vision compellingly and support the Principal's strategic leadership
- To provide high quality Leadership and Management commensurate with the ethos of Goldwyn School.
- To be the support the strategic leadership of the school ensuring aspirational outcomes are achieved for our students.
- To be accountable for supporting the Principal to develop and ensure the quality of the 'whole' education of our students, the internal organisation, operational management and management of staff.
- To create a culture of constant improvement within a collaborative professional learning environment and be an inspirational leader, committed to the highest achievement for all in every area of the school's work.
- To be responsible for the strategic leadership of the Goldwyn School and work with the Heads of Pathways on the day-to-day running of the centres as directed by the Principal.





Core Responsibilities:

- To continue to build on the strong creative, innovative “whole child” ethos of the school and its centres.
- To value each child’s learning experience and actively promote a broad and aspirational and highly engaging curriculum
- To drive and inspire a passion for learning in every member of the school community.
- To bring a wide range of personal skills and creative solutions to all relationships - with students, staff, parents/carers, governors and the wider community.
- To work within the Goldwyn Strategy Board in the strategic leadership, management and development of the school
- Be a role model to all stakeholders and respond to situations in a prompt and considered way that promotes Goldwyn School’s vision and values at all times.
- To maintain an achievement culture that promotes excellence, equality and diversity and high expectations of students and staff.
- To evaluate performance to identify and implement priorities for continuous improvement and to raise standards.
- To ensure and develop effective leadership and management to secure success for all.
- To contribute and lead on aspects of the School Development Plan
- To provide direction and robust challenge and support for senior management teams on all pathways.
- To support the Head of Pathways with staff, student and parent meetings, including conduct and investigations.
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- To represent the school in wider educational forums within Kent
- To lead a strong induction programme for new staff that promotes the school’s vision and values
- Ensure weekly SMT and staff absence management is completed on all sites.
- Comply with policies, procedures and undertake relevant training relating to child protection, health, safety & security, confidentiality and data protection, reporting all concerns to an appropriate person.





Goldwyn School is committed to the highest standards in safeguarding procedures and promoting the welfare of every student and we expect all our staff and volunteers to share this commitment.

References may be taken up before interview and the successful applicant will undertake an enhanced DBS check.

Working time

- 195 days, 1265 hrs per academic year. (See STPCD).

Performance Development:

- All staff must complete a satisfactory Performance Review in accordance with the Pay Policy to ensure pay progression.

Staff Development:

- To monitor and evaluate own performance in line with performance management procedures with line manager.
- To participate in peer support and appraisal processes
- To keep personal records of all staff development activities in which you are/have been involved.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

PERSON SPECIFICATION



The Principal is looking to appoint an accomplished manager and transformational leader, with strong people skills and an empathic nature who will maintain and develop high academic outcomes, ensure exceptionally high standards throughout the School and guarantee smooth, efficient leadership and management, throughout the year.

The person appointed will have outstanding management and leadership skills, confidence to bring forward ideas for future success and proven ability in different aspects of school leadership.

Criteria	Essential / Desirable	Qualities
Qualifications and training	Essential	<ul style="list-style-type: none">· Qualified Teacher Status· Degree· Further Professional Qualifications (eg. NPQH)· Considerable CPD relating to SEND including SEMH needs within an educational setting· Evidence of safeguarding and safer recruitment training
Experience	Essential	<ul style="list-style-type: none">· Successful leadership and management experience in a secondary school· Experience of productive collaboration with wider agencies, other schools and partners to develop best practice in inclusion across the local system and to enable successful transitions for young people· Experience of Teaching children with SEMH needs· Involvement in school self-evaluation and school improvement and development planning· Experience of working with governors, external stakeholders and other bodies involved in school performance· Demonstrable experience of building capacity in staff teams, successful staff development and line management
	Desirable	<ul style="list-style-type: none">· Experience of leadership of post-16 provision

PERSON SPECIFICATION



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Criteria	Essential / Desirable	Qualities
Leadership	Essential	<ul style="list-style-type: none"> · Ability to make and successfully implement evidence-informed decisions and plans · Ability to inspire and support teachers and support staff to ensure highest quality of teaching and learning · Ability to lead curriculum development integrated with resource planning · Ability to provide support and guidance to staff to ensure high quality delivery is maintained · Understanding of school finances and financial management · Effective communication and interpersonal skills · Ability to communicate a vision, promote the right ethos and inspire others · Ability to build effective working relationships with staff · Understanding of the SEND code of practice · Knowledge of working with SEND children and young adults · Proven understanding of children and young people with complex SEMH needs both within the home and educational setting · Ability to develop positive relationships with parents and carers
Personal qualities	Essential	<ul style="list-style-type: none"> · Commitment to uphold the 7 principles of public life (the Nolan principles) at all times · Modelling a solution focused approach to all potential challenges · A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school · Ability to work under pressure and prioritise effectively and lead by example. · Commitment to maintaining confidentiality at all times · Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position

It is expected that the Senior Vice Principal of Goldwyn School will demonstrate a range of qualities, skills and experience as outlined below and have the ability to fulfil the responsibilities detailed in the job description.

The list above distinguishes between essential and desirable characteristics. The appointing panel will want to see evidence of these competencies but understand that candidates will have different mixes of skills and experience and may not have every requirement listed above.

Closing Date: 12 January 2024

Applications will be considered in the order in which they are received. Goldwyn School reserves the right to interview at any point during the recruitment process and early applications are encouraged.

ABOUT OFSTED

"There is a strong culture of 'anything is possible', and pupils' personal development is at the heart of all that the school does."

"Pupils feel that their life chances are greatly improved as a result of their time at this school."

"Outstanding"

"Highly skilled staff care deeply about pupils' well-being and have an in-depth understanding of how to help them achieve their full potential."

"Staff enable pupils to realise that success is available for everyone"



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About working at Goldwyn School



- "Goldwyn is a family; a truly supportive unit" - School Governor
- We are values driven - they are not words on a page, they are core to our school and its ethos
- We have a strong and dynamic leadership team who support each other and who offer an extensive level of coaching and expertise.
- Our staff are our secret weapon - without a staff that feel supported and invested in we cannot offer our students the very best education. Our staff wellbeing strategy, ambassadors and events build and sustain our team.
- Collaborative working is well established at the school and this fosters a culture of staff learning.
- There is a learning culture for our staff, with extensive CPD on offer for effective and tailored professional development.
- The school adopts a 2-week extended October half term to support staff wellbeing
- Working from the KSENT Trust, you will have opportunities to participate in practitioner research in education, school-to-school support, and a range of leadership development programmes.
- Opportunities to work with partners and national leaders at the forefront of SEMH education

Visits to our school are warmly welcomed and encouraged prior to making a formal application for the post. Please contact Tina Brobyn, HR Manager: tina.brobyn@goldwyn.kent.sch.uk to arrange a visit.

